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| **Stage** | **Questions** | **Information** |
| **Student** | * What does the Student need to do that is difficult or impossible to do independently at this time? Cursive, fine motor skills, oral reading. * What are the Student's special needs and areas of concern? Oral and speaking problems. A little behind grade level in reading. * What are the Student's current abilities related to the areas of concern? Good reading comprehension. |  |
| **Environment** | * What materials and equipment are currently available in the environment? Not enough information. * What is the physical arrangement? Regular education setting. Are there special concerns? The teacher has concerns that this is not the appropriate environment for the student. * What is the instructional arrangement? Are there likely to be changes? * What supports are available to the student? She supposedly has an IEP team that is responsible for setting goals/ * What resources are available to the people supporting the student? Not enough information. * Attitudes and expectations (staff, family, others)? Her teacher appears to expect her to be on the same level as the rest of the children because she is not a realist. |  |
| **Tasks** | * What naturally occurring activities take place in the environment? Regular classroom activities. * What is everyone else doing? Regular curriculum. * What specific activities support the student's curricular goals? * What are the critical elements of the activities? * How might the activities be modified to accommodate the student's special needs? * How might technology support the student's active participation in those activities? |  |
| **Tools** | * Is it expected that the student will not be able to make reasonable progress toward educational goals without assistive technology devices and services? Yes. * What no tech, low tech, and high tech options should be considered when developing a system for a student with these needs and abilities doing these tasks in these environments? For writing, perhaps she could use a slant board, pencil grip, or other modification. Or they could just forget about cursive and spend the time working on more basic speech and motor skills. * What strategies might be used to invite increased student performance? AT. * How might these tools be tried out with the student in the customary environments in which they will be used? * Collect data on effectiveness. OK. |  |

Questions to ask yourselves related to the SETT framework and the implementation of AT in classrooms include:

* What new learning do we hope to see in the Student?
* What environmental changes do we have to make in order to support student change?
* How will the student improve performance on specific tasks as a result of AT use?
* How can we monitor the effects the use of an AT Tool has on a student's performance?